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ABSTRACT

This eleventh in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in identifying the elements of a good lesson summary and skills needed in presenting an interesting summary that can help ensure the lesson objectives have been accomplished. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a case script to critique, a model critique, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

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ED149075

MODULE

C-11

Summarize a Lesson

MODULE C-11 OF CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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NATIONAL INSTITUTE OF EDUCATION

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CE 014 511

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

A lesson should not just end abruptly when the bell rings. It should be brought to a well-planned conclusion. Just as the introduction gets students ready for the lesson, the summary helps ensure that students have understood the lesson. It also prepares the students for an assignment, or for the next day's lesson.

The summary of a lesson should be brief. It need not be more than a few minutes at the end of the class period during which the teacher reviews the basic points of the lesson and interacts with students to ensure that they have understood the lesson. The summary is a means of tying the lesson activities together into one package so that students leave the lesson with a clear idea of what they have accomplished. It is also a means of reinforcing the lesson so that students will remember what they have learned.

This module is designed to help you identify the elements of a good lesson summary, and to gain the skills you need to present an interesting summary that helps ensure the lesson objectives have been accomplished.

ABOUT THE MODULE

Objectives

Terminal Objective: In an actual school situation, summarize a lesson. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 39 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purpose and methods of summarizing a lesson (*Learning Experience I*).
2. Given a case script of a teacher summarizing a lesson, critique the performance of that teacher (*Learning Experience II*).
3. In a simulated classroom or laboratory situation, summarize a lesson (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B-4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

No outside resources

Learning Experience II

Optional

A teacher experienced in summarizing a lesson whose performance you can observe.

A locally-produced videotape of a teacher summarizing a lesson which you can view for the purpose of critiquing that teacher's performance.

Videotape equipment for viewing a videotaped lesson summary.

Learning Experience III

Required

2-5 peers to role-play students to whom you are presenting a lesson, and to critique your performance in summarizing the lesson. If peers are unavailable, you may present your lesson to your *resource person*.

Optional

A resource person to evaluate your competency in developing a lesson plan.

Videotape equipment for taping, viewing, and self-evaluating your presentation.

Learning Experience IV

Required

An actual school situation in which you can summarize a lesson.

A resource person to assess your competency in summarizing a lesson.

This module covers performance element number 101 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the purpose and methods of summarizing a lesson.

You will be reading the information sheet, Summarizing a Lesson, pp. 3–7.

You will be demonstrating knowledge of the purpose and methods of summarizing a lesson by completing the Self-Check, pp. 7–8.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 9.

Activity

For information concerning the purpose of a lesson summary and methods of giving a summary, read the following information sheet:

SUMMARIZING A LESSON

The purpose of a lesson summary is to condense the lesson into a few basic points that can be quickly presented to the students to make sure they have understood the lesson. The summary usually concludes the lesson. However, there are times when a quick summary of the key points made in a segment of the lesson may provide needed clarification. Therefore, the teacher must be observant throughout the lesson to determine when students are ready to summarize. The summary should be brief, but adequate time should be allowed to answer any student questions that might arise.

As a review, the summary is a way of reinforcing the lesson and drawing it together. At the same time, it is a means of obtaining student feedback to determine whether the lesson has been understood. There are times when the teacher will progress through the lesson unaware of loose ends or unanswered questions in the minds of his/her students. This happens because students often hesitate to raise questions in the middle of a lesson. The summary period is an invitation for students to ask questions, and an opportunity for the teacher to tie up loose ends and to clarify any points which were misunderstood.

A summary should not be thought of as an add-on at the end of a lesson which serves only to reiterate the basic points covered in the lesson. A summary is more than a review. It should extend the lesson, rather than merely restate it, and it should suggest ways that students can apply the learning to previous learnings. It should further students' understanding by allowing them to reflect on what they have learned and look forward to what they will learn. In addition, it should always include opportunities to obtain student feedback. This feedback is needed if the teacher is to know whether the students have understood the material presented in the lesson.

One method of obtaining student feedback is to ask at the end of the lesson if there are any questions.[1] If students do not readily volunteer questions, the teacher may want to pose questions to students. These questions can require them to answer with statements that summarize the basic points covered in the lesson. An informal quiz is another good way to summarize. Students can exchange papers and grade each other's quizzes, or the teacher can have each student grade his/her own quiz, as the correct answers are discussed and explained.

In addition to asking direct questions which have clear-cut answers, a teacher might want to conclude the lesson with an open-ended question which gets students involved in a class discussion. The teacher should bring the discussion to a conclusion that focuses on the lesson objectives and incorporates students' comments. The teacher's role during a summary discussion should be that of a moderator to ensure that the basic points of the lesson are brought out in a logical, orderly sequence.

If students are good note-takers, the teacher might want to ask a student to refer to his/her notes to summarize the lesson for the rest of the class. Or, the teacher could write major points or headings on the chalkboard and let students compare their notes with the teacher's. Two other ways of summarizing are to make a transparency of the major points and project it for the class at the end

1. To gain skill in employing oral questioning techniques, you may wish to refer to Module C–12, *Employ Oral Questioning Techniques.*

of the lesson, or to prepare a handout covering the major points and distribute it at the conclusion of the lesson.

In addition to reinforcing or clarifying the lesson, the summary can also be useful as a bridge to guide students from one lesson to the next. The summary can be used to highlight key questions which will lead into subsequent lessons, or to motivate students to begin an assignment.

Whatever means the teacher employs to summarize a lesson, he/she should remember that the main purpose for summarizing a lesson is to **ensure that students have mastered the lesson objectives.** Only by obtaining student feedback can the teacher be certain that the lesson has been understood.

A GOOD SUMMARY
• reviews key points
• draws the lesson together
• relates to other lessons
• obtains student feedback
• suggests ways the learning can be applied
• enhances and extends the lesson

Activity

The following items check your comprehension of the material in the information sheet, Summarizing a Lesson, pp. 6–7. Each of the four items requires a short, essay-type response. Please explain fully, but briefly.

SELF-CHECK

1. If the basic points are clearly explained during a lesson, why is a summary needed?

2. How can a teacher get students involved in summarizing a lesson?

3. What types of activities, besides a question-and-answer period, can a teacher plan to summarize a lesson?

4. Mr. Jones is a vocational teacher who believes that a summary should be included in a lesson only if there is enough time before the bell rings. Usually, he just passes out a written summary of the lesson at the end of class. What is wrong with Mr. Jones' method of summarizing a lesson?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. A summary is a good way to **reinforce the basic points** of the lesson, even if they have already been understood during the lesson. Therefore, a summary should be an important part of a lesson. However, it should **not** be used just to reinforce. A summary also should be used to further student understanding of material presented by tying together the different parts of a lesson. In addition, a summary should help students apply the new material to what they already know. Another reason for including a summary in the lesson is to give students a chance to react to the lesson. Without student feedback, a teacher cannot be certain that students have understood the lesson.

2. There are three basic ways to get students involved in summarizing. One way is to review the basic points of the lesson and ask it there are any questions. Another way is for the teacher to ask questions which require students to answer with statements that summarize the lesson. The teacher may also involve students in summarizing by giving an informal quiz and then discussing and explaining the answers with student interaction.

3. A class discussion is a good way to summarize a lesson, provided that the teacher ensures that the important points covered in the lesson are brought out during the class discussion. Another method of summarizing is to ask a student to use his/her notes to review the basic points of the lesson for the rest of the class. Or, the teacher may want to outline the lesson on the chalkboard or prepare a transparency, and let students check to see if their notes are complete.

   If the lesson includes a handout, the teacher could include a written summary of the lesson in the handout so that as students read the handout, they also review the lesson. An informal quiz at the conclusion of the lesson is another good way to summarize. The teacher can go over each question after students finish the quiz, and answer any questions which arise.

4. Mr. Jones' method of summarizing a lesson does not allow him to get student feedback and to answer student questions. A summary should be more than a simple review of the lesson. It should allow students to think about what they have learned, to reflect on how the lesson relates to other lessons, and to make sure they really understand the important points of the lesson.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Summarizing a Lesson, pp. 6–7, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

Given a case script of a teacher summarizing a lesson, critique the performance of that teacher.

You will be reading the Case Script, pp. 12–13.

You will be critiquing the performance of the teacher described in the Case Script, using the Critique Form, pp. 14–17.

You will be evaluating your competency in critiquing the teacher's performance in summarizing a lesson by comparing your completed critique with the Model Critique, p. 19.

You may wish to observe a teacher experienced in summarizing lessons.

You may wish to view a locally-produced videotape of a teacher summarizing a lesson, and to critique that teacher's performance.

The following Case Script presents a summary of a lesson on job interviews. Ms. Yaeger, a vocational teacher, is making use of a question-and-answer period to summarize the lesson. With the criteria for a good lesson summary in mind, read the Case Script.

CASE SCRIPT

Ms. Yaeger:

Well, class, that concludes my talk on job interviews. I think we've all just seen how important the interview is in getting a job. We've also discussed some things that each of you can do to ensure the success of the interview that you may be having one day. Now, who can tell me some of the things a person needs to remember about the interview?

Shawn:

A person who is interviewing for a job should be on time for the interview. Besides the fact that it leaves a bad impression if the interviewee is late, it's rude.

Ms. Yaeger:

Good point, Shawn. What else is there to remember?

Maria:

Good grooming and posture leave a good impression with the interviewer.

Ms. Yaeger:

Yes. It's not a good idea to walk in looking like you just got out of physical education class. An employer wants to feel confident that a prospective employee will always look clean and presentable on the job. What else?

Jared:

Talk clearly and don't act nervous. If you shake too much, you'll make the interviewer uncomfortable, and he or she won't like that.

Amanda:

You've got to know something about the firm before you walk into the interview so you know what you're talking about.

Ms. Yaeger:

But you don't want to run the interview, either. What if the interviewer says something and you don't like it?

Vic:

It's not a good idea to tell the person that he or she is wrong.

Ms. Yaeger:

Yes, but why, Vic?

Vic:

Well, it's the interviewer's ball game. I mean, what he or she says, goes. The interviewer's running the interview—not the person looking for the job.

Ms. Yaeger:

Right. Any other points?

Colleen:

It's also a good idea to be ready to list some of your personal interests—things you like to do. It helps the interviewer to know if you're well rounded.

Ms. Yaeger:

Good. Would it be bad to include some of your goals, Colleen?

Colleen:

It might be a good idea. It might give the interviewer the idea that you have a head on your shoulders.

Ms. Yaeger:

That's the type of impression you want to leave—that you know how to think for yourself. Have we forgotten anything?

No response

Ms. Yaeger:

Well, what about salary? Paul, can you help us with this point?

Paul:

You should know what salary you would like to receive before you go into the interview. Oh, and also, you should have tried to find out the interviewer's name before the interview. It makes the interview more personal, and also helps communication.

Ms. Yaeger:

Speaking of communication, you should be able to pick up certain cues from the interviewer—like when to leave. Don't overstay your welcome.

Jared:

Well, what about tests you have to take when applying for jobs? They scare me.

Ms. Yaeger:

Good point. Don't worry about them—a little nervousness even helps. You don't want to appear overly confident. What purpose do these tests serve?

Cecil:

They help the employer find out if you're qualified for a position. I'm curious about something, Ms. Yaeger. When you leave—what if you're not sure if you've been hired? What do you do?

Ms. Yaeger:

Anybody know?

Colleen:

Shouldn't you ask if you can call back to find out?

Ms. Yaeger:

That's right. What about if you are hired?

Matthew:

Well, you've got to find out when and where you work. You also have to know who to report to and how much you'll be earning.

Ms. Yaeger:

Are there any more points that we missed? No? Any questions? No? I think we just had a very good discussion on job interviews and we refreshed our memories on all the important points to remember. Now that we understand interviews, tomorrow we will use what we have learned in role-playing situations.

Bell rings

On your way out, please pick up a copy of a summary sheet that I have prepared on today's lesson. I think it will be a good thing for you to keep as a reminder when you go job-hunting.

Below is a Critique Form with questions to guide you in preparing a written critique of Ms. Yaeger's competency in summarizing a lesson. Read each question, and indicate by circling the YES or NO, whether or not Ms. Yaeger accomplished each item. Briefly explain your responses in the space provided for comments below each item.

CRITIQUE FORM

1. Did the teacher appear to allow adequate time for the summary? YES NO

   Comments:

2. Did the teacher appear to condense the important points covered in the lesson into a brief summary? YES NO

   Comments:

3. During the summary, did the teacher review all the important points covered in the lesson? YES NO

Comments:

4. Did the teacher tie the important points together in a logical sequence? YES NO

Comments:

5. Did the teacher involve students in summarizing the lesson? YES NO

Comments:

6. Did the teacher encourage students to ask questions, make comments, or express ideas during the summary? YES NO

Comments:

7. Did the teacher use students' answers, comments, or ideas to reinforce or clarify the important points of the lesson? YES NO

Comments:

8. Did the teacher use students' answers and comments to determine whether the students understood the lesson? YES NO

Comments:

9. Did the teacher indicate the relationship between this lesson and future (or past) lessons? YES NO

Comments:

10. Did the teacher leave students with a clear idea of what they accomplished during the lesson? YES NO

Comments:

NOTES

Compare your completed written critique of the Case Script with the Model Critique given below. Your circled responses should exactly duplicate the model responses. Your written comments need not exactly duplicate the model comments; however, you should have covered the same **major** points.

MODEL CRITIQUE

1. YES. The teacher allowed enough time for students' questions and comments to be thoroughly expressed.
2. YES. There are two basic question-and-answer methods. The teacher can summarize the basic points in the lesson and then ask if there are any questions; or, the teacher can ask questions which require answers that summarize the lesson. Ms. Yaeger is using the second method which, although it requires more time than the first method, is still brief and concise.
3. Since the script does not reveal the entire lesson, we do not know whether the teacher included all the important points. However, we can say that she appeared to include many important points.
4. YES. The teacher followed a logical, coherent line of questioning, leading students chronologically through the steps of the job interview.
5. YES. The teacher's entire summary is based on student feedback, although she did prepare a summary sheet for their future reference.
6. YES. The teacher is very receptive to students' comments, using them as cues to ask further questions.
7. YES. During the summary, the teacher constantly reinforces students with "right," and "good." As students answer, she rephrases their answers and asks further questions to clarify important points.
8. YES. This type of summary—the question-and-answer period—is an excellent learning activity for both the students and the teacher. The teacher can determine, on the basis of student feedback, how well students have understood the lesson and what points still need to be clarified.
9. YES. At the end of the summary, the teacher gave a brief explanation of how this lesson ties into the next lesson.
10. YES. The summary emphasized those things students should do during and after a job interview. The amount of student feedback during the summary, and the correctness with which students responded to the teacher's questions, indicated that students grasped the important points covered in the lesson.

LEVEL OF PERFORMANCE: Your circled responses should have exactly duplicated the model responses. Your written comments should have covered the same **major** points as the model comments. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Summarizing a Lesson, pp. 6–7, or check with your resource person if necessary.

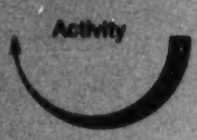
You may wish to arrange through your resource person to observe a teacher skilled in making lesson summaries. You may need to contact this person to request permission to visit the class and to arrange the best time for your visit. Observe what procedures and techniques this teacher uses in summarizing a lesson. You might also wish to discuss with the teacher how he/she plans for summarizing.

Your institution may have available videotapes showing examples of teachers summarizing lessons. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in summarizing a lesson, using the criteria provided in this module, or critique forms or checklists provided by your resource person.

Learning Experience III

OVERVIEW

In a simulated classroom or laboratory situation, summarize a lesson.



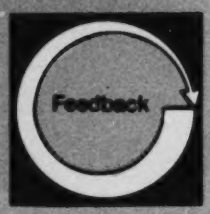
You will be selecting a student performance objective in your occupational specialty and selecting, modifying, or developing a lesson plan designed to achieve that objective, giving particular attention to the lesson's summary.

You may wish to have your resource person review the adequacy of your plan.

You will be selecting, obtaining, or preparing the materials needed for your presentation.

You will be presenting the lesson to a group of peers, or to your resource person.

You may wish to record your presentation on videotape for self-evaluation purposes.

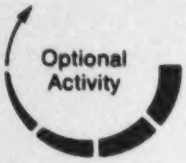


Your competency in summarizing a lesson will be evaluated by your peers, or by your resource person, using the Summary Checklist, pp. 25–35.

If you videotape your presentation, you may wish to evaluate your own performance, using the Summary Checklist, pp. 25–35.

Select a student performance objective in your occupational specialty. For the purposes of this activity, it would be helpful to limit your selection to an objective that would normally require 15–30 minutes to achieve in a lesson.

Prepare a detailed lesson plan for achieving the objective you have selected which includes an explanation of the techniques you will use to summarize. Instead of developing a lesson plan, you may select a lesson plan that you have developed previously, and adapt that plan, giving special attention to the lesson's summary.



You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

Based on your lesson plan, select, obtain, or prepare the materials you will need to make your presentation.

In a simulated classroom or laboratory situation, present your lesson to a group of two to five peers. These peers will serve two functions: (1) they will role-play the students to whom you are presenting your lesson, and (2) they will evaluate your performance in summarizing a lesson. If peers are not available to you, you may present your lesson to your resource person.

If you wish to self-evaluate, you may record your performance on videotape so you may view your own presentation at a later time.

Multiple copies of the Summary Checklist are provided in this learning experience. Give a copy to each peer, or to your resource person, before making your presentation in order to ensure that each knows what to look for in your summary. However, indicate that during your presentation, all attention is to be directed toward you, and that the checklists are to be completed **after** the lesson is finished. You should also indicate that their evaluation will focus on the lesson's summary.

If you videotaped your lesson, you may wish to self-evaluate using a copy of the Summary Checklist.

NOTES

SUMMARY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. condensed the important points covered in the lesson into a brief summary	☐	☐	☐	☐
3. reviewed all the important points covered in the lesson	☐	☐	☐	☐
4. tied the important points together in a logical sequence	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left students with a clear idea of what they accomplished during the lesson	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

SUMMARY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. condensed the important points covered in the lesson into a brief summary	☐	☐	☐	☐
3. reviewed all the important points covered in the lesson	☐	☐	☐	☐
4. tied the important points together in a logical sequence	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left students with a clear idea of what they accomplished during the lesson	☐	☐	☐	☐

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Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. condensed the important points covered in the lesson into a brief summary	☐	☐	☐	☐
3. reviewed all the important points covered in the lesson	☐	☐	☐	☐
4. tied the important points together in a logical sequence	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left students with a clear idea of what they accomplished during the lesson	☐	☐	☐	☐

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Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. condensed the important points covered in the lesson into a brief summary	☐	☐	☐	☐
3. reviewed all the important points covered in the lesson	☐	☐	☐	☐
4. tied the important points together in a logical sequence	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left students with a clear idea of what they accomplished during the lesson	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

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Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. condensed the important points covered in the lesson into a brief summary	☐	☐	☐	☐
3. reviewed all the important points covered in the lesson	☐	☐	☐	☐
4. tied the important points together in a logical sequence	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left students with a clear idea of what they accomplished during the lesson	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

SUMMARY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. condensed the important points covered in the lesson into a brief summary	☐	☐	☐	☐
3. reviewed all the important points covered in the lesson	☐	☐	☐	☐
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8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left students with a clear idea of what they accomplished during the lesson	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

Learning Experience IV

FINAL EXPERIENCE

In an **actual school situation,*** summarize a lesson.

Summarize a lesson to a class you are responsible for teaching. This will include—

- selecting an objective(s) from your occupational specialty
- selecting, modifying, or developing a detailed lesson plan for accomplishing the objective(s)
- paying special attention to the development of the lesson summary and the technique(s) you will use to summarize
- presenting your lesson to the class

NOTE: Your resource person may want you to submit your written lesson plan to him/her for evaluation before you present your lesson. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.

Arrange in advance to have your resource person observe your presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 39.

Based on the criteria specified in this assessment instrument, your resource person will determine whether you are competent in summarizing a lesson.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Summarize a Lesson (C–11)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In summarizing the lesson, the teacher:						
1. allowed adequate time for the summary	☐	☐	☐	☐	☐	☐
2. condensed the important points covered in the lesson into a brief summary	☐	☐	☐	☐	☐	☐
3. reviewed all the important points covered in the lesson	☐	☐	☐	☐	☐	☐
4. tied the important points together in a logical sequence	☐	☐	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐	☐	☐
10. left students with a clear idea of what they accomplished during the lesson	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to gain competency in the weak area(s).

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM

American Association for Vocational Instructional Materials

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